DOCUMENT RESUME

ED 293 823 SP 030 153

AUTHOR McDaniel, Thomas
TITLE An Instructional Model for Staff Development. Occasional Paper No. 11.
INSTITUTION National Staff Development Council, Oxford, OH.
PUB DATE Apr 84
NOTE 12p.
PUB TYPE Reports - Research/Technical (143)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Classroom Techniques; *Concept Formation; Elementary Secondary Education; *Experiential Learning; *Inservice Teacher Education; Instructional Effectiveness; *Learning Strategies; Simulation; *Teacher Motivation; Theory Practice Relationship

ABSTRACT

A description is given of an instructional model used effectively in an inservice teacher program on classroom management. Based on pedagogical theory, the model consists of four steps. The initial step involves teachers personally in the problems, issues, and topics addressed by the program. Step two, concept formation, consists of strategies used to ensure that teachers grasp particular theories, ideas, and principles that are rational, clear and compelling. In the third step, simulated practice provides for controlled analysis by each teacher in a closely monitored developmental sequence. The fourth and final step is the implementation of new skills and techniques in the actual classroom. (JD)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

National Staff Development Council * Occasional Paper Series
ED293823
SP030153

AN INSTRUCTIONAL MODEL FOR STAFF DEVELOPMENT

by

Thomas McDaniel

Converse College
Spartanburg, SC

April, 1984

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

S. Hudson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Occasional Paper No. 11

In the last few years, research on brain functioning (left/right hemisphere differences), effective teaching (direct instruction, guided practice, coaching), and learning styles has provided staff developers with grist for many inservice programs for teachers.[1] Only now are we integrating much of this new knowledge and using it effectively in our own programs and processes. What is emerging is a model of staff development that is soundly rooted in pedagogical theory.[2] I want to outline that process briefly (see Table 1) and illustrate its application by a classroom management project I have helped implement in numerous elementary schools.

The Staff Development Process

It should be axiomatic that good staff development is good teaching. If we expect to reach teachers--so that they develop knowledge, values, and skills--we must use effective instructional techniques in our delivery system. This is doubly important because of the value such a delivery system can have as a model for teachers (regardless of the specific content involved)--a model that itself communicates how to be more effective in teaching others. My assumption is that adults and children learn, and thus should be taught, in essentially similar ways.

The first logical step in the instructional process for staff development is personal involvement. In this initial step the staff development leader must design strategies that connect the staff to the problems, issues, and topics of the program. If a teacher feels no "need to know," no individual interest in the topic, no relatedness to the issues and ideas about to come, there is not much likelihood that this teacher will invest the effort and time that any real change or development requires. Teachers change their behavior only when they want to. At this step the leader needs to appeal to right brain functions of emotion and affiliation.

Questions that should guide the staff developer's thinking include:

1. How can I get teachers to feel concerned about this topic?
2. How can I get teachers to examine their own past experiences, present values, and emerging needs in this area of staff development?
3. How can I get teachers to share their experiences, concerns, and values with other teachers and the leader?

Probably the most effective techniques at this initial step are those that are most personally motivating, that establish experiences that contribute to "set induction," and that require subjective responses from individuals and the entire group. This aspect of the instructional model for staff development

is often under-estimated, or completely neglected--especially when we employ visiting specialists. They typically assume teacher interest and involvement and begin with the second step below. That is a grave mistake.

Step Two in the instructional process is concept formation. This is the more academic, left brain function of abstraction and analysis. The staff development leader at this point must be designing strategies to ensure that teachers grasp particular theories, ideas, and principles that are rational, clear, and compelling. Whereas the leader was primarily a facilitator inductively developing personal experiences and connections for teachers in Step One, here the leader's role is typically that of a presentor. Now that the staff is receptive to and ready for learning, the leader should appeal to logic and make the best case possible for the new concepts and strategies that constitute the content of the program. As learning styles research indicate, the leader will have more success by complementing oral presentations with visual and kinesthetic techniques--transparencies, charts, demonstrations, etc. Interaction with the staff might well use principles of "direct instruction" with direct questions, specific examples, and clear demonstrations.

Questions the staff developer should be considering here include:

1. What are the most important ideas or concepts to convey to this group?
2. What is the most logical sequence for this presentation?
3. How can I best illustrate the principles in this content to ensure maximum teacher understanding?

This step is one that is frequently (but certainly not always) carried out effectively but can be improved by attention to learning styles and "direct instruction" principles.

The third step in this model is simulated practice. This is primarily a left brain function of translating abstract principles into concrete, applied behavior. At this point the staff development leader designs strategies to provide for controlled analysis by each teacher in a closely monitored developmental sequence. If concept formation is not manifested in actual new behaviors and skills, few teachers will act any differently in their own classrooms. The role of the staff development leader in this step is that of the supervisor of guided practice in a monitored, simulated experience.

Questions to guide the staff developer in Step Three include:

1. What skills and behaviors do I expect teachers to develop?
2. What logical sequence should be followed in guided practice sessions under my observation?
3. What specific activities will best produce the behaviors and skills I want teachers to demonstrate?

The guided practice approach[3] is only now receiving the attention it deserves--not just for children but for adults as well. Most staff development programs provide inadequate simulated practice with the unfortunate consequence that teachers develop inadequate skills.

The fourth and final step in this instructional model for staff development programs is classroom application. Such application calls for "creative synthesis" by the teacher in his or her own teaching setting. Because this step is experimental, holistic, personal, and creative, it requires the teacher to use many right brain processes. Of course, it also engages left brain processes of analysis and sequential organization. The role of the staff developer here is one of "coaching." The staff developer needs to design ways to observe and support the teacher during this important final phase. Self-evaluation checklists, peer or student observation of teacher skills, and administrator responsibility for evaluation can help provide feedback and encouragement since both are crucial to success.

Questions the staff developer should be asking at this step include:

1. What specific behaviors can I now expect teachers to manifest in their own classrooms?
2. What mechanisms and support systems can I help implement to ensure follow-through by teachers and schools?
3. How can I help teachers evaluate their success and sustain their efforts and confidence?

Only when staff development provides a strong, school-based coaching component to inservice teacher training can we expect to see significant change in teacher behavior where it counts--in the classroom itself.

Putting the Process to Work: A Project for Better Discipline

When schools have asked me to help establish a staff development program to improve teachers' classroom management skills, I employ the four-step instructional process with good success.

Personal Involvement. The ideal time to work with a school is in the week just prior to the opening in September.[4] If there is sufficient lead time, I make a visit to each classroom in the late spring of the preceding year to meet teachers, have them identify problems, and establish my personal interest in and knowledge of the teachers and their concerns. This preliminary visit is very beneficial, but it is not absolutely essential. At the beginning of the year, the principal (whose interest and involvement is essential) arranges three consecutive workshop sessions of three hours duration each.

Prior to the first session, I distribute a workshop packet which includes a number of my own articles on discipline[5] and several self-evaluation forms.

Teachers complete the self-evaluations prior to the first session, and we begin by comparing responses. Some of the evaluations ask teachers to determine their "disciplinary style" by reacting to scenarios; some require ranking stereotypical problem children (the bully, the hyperactive child, the sleeper, etc.) from easiest to hardest to deal with; some use completion stems (e.g., "The discipline problem that worries me most is _____"); and still others use checklists (Table 2 provides one example). The point is that such individual and collective evaluation and interaction promotes the kind of involvement, interest, shared concerns, and motivation that Step One in the process requires.

Concept Formation. By the middle of the first session I switch to a presentation of existing models of discipline (Table 3) and use a transparency/lecture mode to examine the assumptions, principles, and techniques of classroom management and discipline found in each model. Teachers participate by responding to direct questions about rules, consequences for infractions, and techniques of reinforcement. I demonstrate some of the principles and techniques, playing the "teacher" role while teachers are "students." Finally, I attempt to secure examples of given techniques (e.g., modeling, cueing, low profile interventions) from the teachers themselves. This deductive, abstract-to-concrete approach works well for this concept formation step in the process.

Simulated Practice. The third session focuses on simulated practice with emphasis on 1) setting a positive climate, 2) establishing effective rules and sequenced consequences (see Table 4), 3) dealing with infractions, and 4) planning lessons for more involvement and more on-task time. Teahcers work in grade level groups to develop consensus rules and consequences--following the principles of assertive discipline.[6] We typically arrive at a basic list that is adopted in a "town forum" discussion that is both lively and productive. We also role play effective praising techniques, getting the class started immediately, and the "broken record." By the end of the third session teachers have had many concrete experiences in applying the discipline concepts from Step Two. Furthermore, the entire staff has learned to share, compromise, negotiate, and achieve agreement on basic discipline policies and practices for the entire school.

Classroom Application. Following the third session, teachers are ready to begin the school year and to implement a new school-wide discipline system. They prepare their rooms and curriculum and start to work establishing a positive, supportive, and well-structured "climate" in the first few crucial days of school. After the second day, I start class visits and provide specific feedback (see the feedback form in Table 5). Ideally the principal, vice principal, or counselor

accompanies me on these visits for two reasons: 1) to take over the class at the end of the visit (which lasts no more than twenty minutes) so that I can have a brief "coaching" session with the teacher and 2) to learn how to evaluate and coach teachers so that a continuing mechanism for evaluation and guided practice can be put in place when I have left.

After the guided practice visits are concluded, we have a wrap-up session at the end of the school day. Teachers are always excited by their beginning-of-the-year success and are amazed at how well behaved and enthusiastic the students are. At this point, we are actually back at Step One (personal involvement) but this time teachers are congratulating one another and sharing success stories instead of problems. The concrete experiences, emotional glow, and affiliation with other staff members provide a sound basis for another cycle of staff development.

Concluding Thoughts

I am not sure that all staff development activities fit this four-step process so well as the discipline project above does, but I am convinced that many important topics can be handled effectively by this model. Staff development, to make a difference in how teachers teach, needs to focus on teachers' skills, behaviors, and attitudes. Too frequently staff development has not connected to teacher needs and has not resulted in changes in the classroom itself. The primary purpose of staff development ought to be the improvement of instruction. The four-step instructional process for staff development offers new hope that inservice education can be made truly effective. It is more than a model delivery system for staff development; it is a model for effective instruction.

NOTES

1 See, for example, Bruce Joyce and Beverly Showers, "The Coaching of Teaching," Educational Leadership, October 1982; Michael Cohen, "Effective Schools: What the Research Says," Today's Education, April-May 1981; Penelope Peterson, "Direct Instruction: Effective for What and for Whom?" Educational Leadership, October 1979; Ned Herrmann, "The Creative Brain," NASSP Bulletin, September 1982; Rita and Kenneth Dunn, Teaching Students Through Their Individual Learning Styles: A Practical Approach, Reston, Virginia: Reston Publishing Company, Inc., 1978; Barak Rosenshine , "Teaching Functions in Instructional Programs," The Elementary School Journal, March 1983; Stewart Purkey and Marshall Smith, "Effective Schools: A Review," The Elementary School Journal, March 1983.

2 For ideas about this integrated process see Bernice McCarthy, The 4-MAT System, Oak Brook, Illinois: EXCEL, Inc., 1981. I am indebted to Susan Ellis, Coordinator of Staff Development for the Greenwich Public Schools, for her excellent ideas about the staff development process.

[3] For an especially well-developed program to give teachers teaching skills for guided practice see Madeline Hunter, "Diagnostic Teaching," Elementary School Journal, September 1979 and "How Can I Plan More Effective Lessons?" Instructor, September 1977.

[4] For a related approach see Edmund T. Emmer and Linda M. Anderson, "Effective Classroom Management at the Beginning of the School Year," Elementary School Journal, May 1980.

[5] These articles include "Exploring Alternatives to Discipline: The Keys to Effective Discipline," Phi Delta Kappan, March 1980; "'A Stitch in Time': Principles of Preventive Discipline," American Secondary Education, June 1979; "Power in the Classroom," Educational Forum, Fall 1981; "Identifying Discipline Programs: A Self Evaluation Exercise," Childhood Education, March/April 1981; "Developing the Skills of Humanistic Discipline," Educational Leadership, March 1984; and "How To Be a More Effective Authoritarian," The Clearing House, February 1982.

[6] For additional information on this approach see Lee and Marlene Canter Assertive Discipline: A Take Charge Approach for Today's Educator (Los Angeles: Canter and Associates, 1976) and their Assertive Discipline Follow-up Guide, 1981. See also Melvin L. Silberman and Susan A. Wheelan How to Discipline Without Feeling Guilty: Assertive Relationships with Children (Champaign, Illinois: Research Press, 1980) and Allen N. Mendler and Richard L. Curwin Taking Charge in the Classroom: A Practical Guide to Effective Discipline (Reston, Virginia: Reston Publishing Company, 1983).

— — — — — — —

TABLE 1

A FOUR-STEP INSTRUCTIONAL PROCESS FOR STAFF DEVELOPMENT

Step	Purpose	Leader Role	Participant Process	Instructional Task of Leader
One	Personal Involvement	Facilitator	Right brain Concrete experience Emotional Affiliation	Motivation Set Induction Connecting teachers to topic
Two	Concept Formation	Presenter	Left brain Abstract experiences Cognitive Analysis	Direct Instruction Teaching theories Conveying principles
Three	Simulated Practice	Supervisor	Left brain Concrete experiences Organizing	Simulation Applying principles Monitoring practice
Four	Classroom Application	Coach	Right brain Abstract experiences Creative synthesis Evaluation	Application Guiding practice Evaluating progress

TABLE 2

How Assertive Is Your Discipline Style?

	Usually	Occasionally	Never
1. My rules are clear and specific.			
2. My classroom rules are positive rather than negative.			
3. I teach students my rules.			
4. I test students on their knowledge of rules.			
5. Students know the consequences of broken rules.			
6. My consequences are closely related to the rule.			
7. I use consequences that teach rather than punish.			
8. I use actions, not threats, to enforce rules.			
9. I am consistent in enforcing rules.			
10. I use a variety of verbal reinforcements of good behavior.			
11. I use a variety of non-verbal reinforcements of good behavior.			
12. I lower my voice when correcting misbehavior.			
13. I move toward students who are not on task.			
14. I am skilled at using body language to communicate commands.			
15. I deal with misbehavior immediately and firmly.			
16. I refuse to nag, scole, whine, or scream at students.			
17. I model the behavior I want students to emulate.			
18. My lessons begin immediately.			
19. I provide motivation, purpose, and objectives for each lesson.			
20. I get students' attention rather than talk over chatter.			

TABLE 3

A DISCIPLINE CONTINUUM

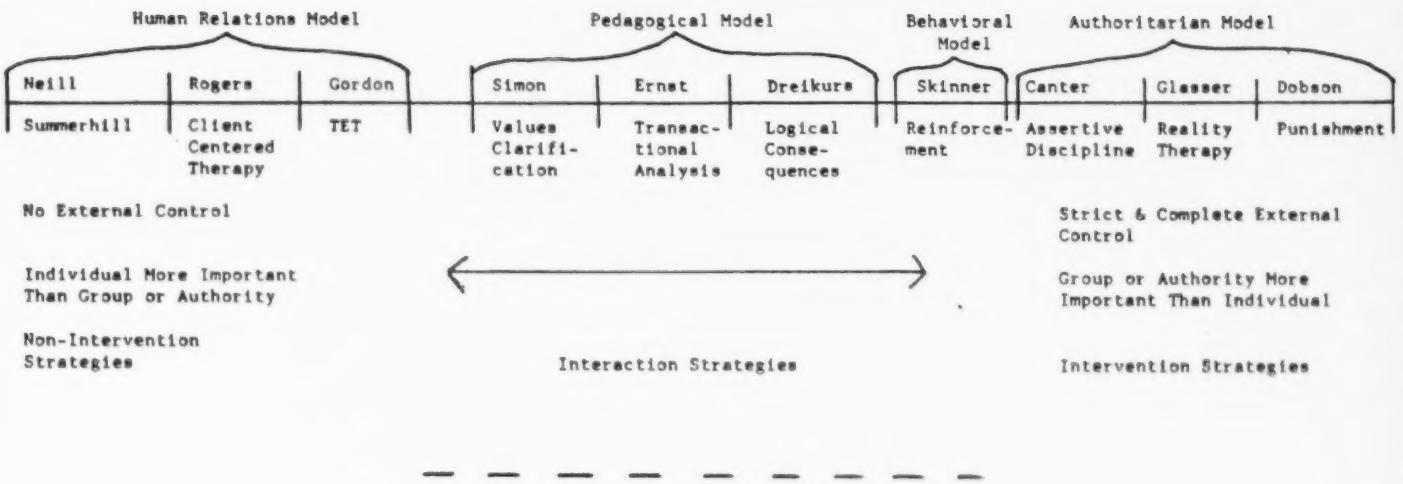

TABLE 4

POOR RULES	GOOD RULES	BETTER RULES	PUNISHMENTS	CONSEQUENCES
Be Good	Don't throw paper on floor	Keep scrap paper at your desk	Go to principal	Clean up
Try Hard	Don't leave assignments undone	Complete all assignments	Teacher lecture	Stay in after school to finish
Cooperate	Don't talk while the teacher is talking	Raise your hand when you want to talk	Detention	Teacher ignores contribution
Respect one another	Don't hit classmates	Settle arguments by discussion	Paddling	Time out

RULE:

Students will come to class on time

Students will stay in seats unless given permission to get up

Students will work quietly during tests

CONSEQUENCES:

Make up after school
Detention
Loss of free time privileges
parent conference with teacher/administrator
Any student who is always on time may _____.

TABLE 5

DISCIPLINE AND MANAGEMENT EVALUATION FORM

Teacher _____ Class _____ Date _____

	SUPERIOR	SATISFACTORY	NEEDS IMPROVEMENT
A. PLANNING/PREVENTION			
1. Room and materials ready			
2. Objectives made clear to students			
3. Variety of activities prepared			
4. Involvement and application planned			
5. Rules for conduct clear			
6. Structure of lesson clear			
7. Motivation provided			
COMMENT:			
B. EXECUTION/ACTION			
1. Lesson begins promptly			
2. Knowledge conveyed with confidence			
3. Disruptions observed and handled quickly and firmly			
4. Expectations for behavior communicated clearly and authoritatively			
5. Verbal correction (firm but non-punitive)			
6. Non-verbal correction (gestures, proximity)			
7. Private correction (soft reprimand)			
8. Pacing of lesson			
9. Reinforcement of behavior			
10. Follow-through/consequences for misbehavior			
11. Transitions			
12. Closing class			
COMMENT:			
C. PERSONAL STYLE/RAPPORT			
1. Assertiveness/command presence			
2. Movement			
3. Energy level			
4. Modeling (courtesy/quiet)			
5. Radar			
6. Withitness			
7. Friendliness/positive attitude			
8. Sensitivity to AGM's			
9. Fairness			
COMMENT:			

THOMAS R. McDANIEL

Dr. McDaniel received his undergraduate training at Hampden-Sydney College in Virginia, where he graduated magna cum laude with majors in English and psychology. He earned the MAT (English), MLA (Humanities), and Ph.D. (Education) from The Johns Hopkins University, specializing in administration and philosophy in his doctoral work. Prior to his appointment at Converse in 1971, he taught English and Latin in public and private schools and served for seven years as Assistant and Associate Director of the MAT program, Supervisor of Interns, and Instructor in Micro-teaching at Johns Hopkins. At Converse.he is Director of the M.Ed. program and Head of the Division of Education